

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Maria Gomez

Official School Name: Ericson Elementary

School Mailing Address:
11174 Westonhill Drive
San Diego, CA 92126-1943

County: San Diego State School Code Number*: 499

Telephone: (858) 271-0505 Fax: (858) 566-6614

Web site/URL: <http://www.sandi.net/comm/schools/elem/ericson.html> E-mail: mgomez1@sandi.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Terry Greir

District Name: San Diego Unified Tel: (619) 725-7500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Sheila Jackson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|------------|---------------------|
| 118 | Elementary schools |
| 22 | Middle schools |
| 2 | Junior high schools |
| 29 | High schools |
| 50 | Other |
| 221 | TOTAL |

2. District Per Pupil Expenditure: 4237

Average State Per Pupil Expenditure: 8117

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

10 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	62	60	122	8			0
1	62	59	121	9			0
2	64	54	118	10			0
3	50	56	106	11			0
4	71	55	126	12			0
5	63	69	132	Other			0
6			0				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				725

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
<u>56</u> % Asian
<u>7</u> % Black or African American
<u>12</u> % Hispanic or Latino
<u>1</u> % Native Hawaiian or Other Pacific Islander
<u>24</u> % White
<u> </u> % Two or more races
<u>100</u> % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 18 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	59
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	79
(3)	Total of all transferred students [sum of rows (1) and (2)].	138
(4)	Total number of students in the school as of October 1.	756
(5)	Total transferred students in row (3) divided by total students in row (4).	0.183
(6)	Amount in row (5) multiplied by 100.	18.254

8. Limited English proficient students in the school: 37 %

Total number limited English proficient 270

Number of languages represented: 26

Specify languages:

Amharaic, Arabic, Bugarian, Cantonese, Mandarin, Chinese-Other, Hmong, Hungarian, India - Other, Indian - Gujarati, Japanese, Lao, Malay-Indonesian, Bangla, Telugu, Persian-Farsi, Pilipino-Ilocano, Pilipino-Other, Pilipino-Tagalog, Pilipino- Viasayan, Polish, Portuguese, Somali, Spanish, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals: 36 %

Total number students who qualify: 262

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Our district has a different calculation measure for determining FRL students at each site. They use this number to determine which schools qualify for Title 1 funds.

Our percentage at the district, reflects 42% Title I at Ericson.

10. Students receiving special education services: 11 %

Total Number of Students Served: 78

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>15</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>34</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>4</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>0</u>	<u>3</u>
Total number	<u>48</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	96%	97%	95%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Percentage estimated for teachers includes sick leave, district staff development, and content training. Ericson has a very senior staff that only vacates a position upon retirement, birth of child or marriage.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Leif Ericson Elementary is a thirty-two year old, single-track, year round school which is located in the heart of Mira Mesa. Our vision is to see all of our students succeed in the changing world of tomorrow, and become lifelong learners. Since the founding of Ericson Elementary in 1976, Mira Mesa has gone from a rural community to a densely populated one bringing to the local elementary schools a dramatic change in cultural representation. Currently at Ericson, we are proud to serve a culturally diverse student population made up of more than 17 different ethnic groups with over 26 different languages. Ericson is a unique place where we value and promote diversity and educational equity. We are a Pre-K through grade 5 school with an active enrollment of 756 students.

Ericson's focus on providing educational excellence and equity has resulted in being awarded the Title 1 Academic Achievement Award 3 years in a row. Our dedicated staff, comprised of 32 regular classroom teachers and other specialists, helps provide rigorous and specialized instruction to all of our students. Our entire staff is BCLAD/CLAD or SB 1969 certified allowing them to service the 270 English Language Learners who require differentiated instruction. Ericson is also proud to service 6 GATE, 3 Seminar classrooms and 85 students with Individual Education Plans (IEPs).

Our school is committed to ensuring that all of our students meet or exceed grade level standards. Our curriculum, assessments, and Standards Based Report Card (SBRC) are all aligned to our state standards, which help teachers, focus on being consistent, accurate and have meaningful dialogue in their respective grade levels, school-wide, and across and the district. Our staff collaborates around student proficiency at our bi-monthly grade level meetings and seeks consistent feedback from their colleagues and specialist to ensure they are providing the utmost quality lessons for our students. Our teachers have created classrooms that support and foster higher-level thinking by allowing students to share their strategies for solving problems through the use of the Socratic Method. They elicit open-ended responses, allow for alternative and inventive responses and provide additional opportunities for real-world application of classroom learning.

While we are proud of our academic achievements, we also make certain that our children are empowered to become responsible citizens who are sensitive to the environment and equipped to face real world challenges. Our student body diligently collects recyclables to raise money, which is donated to the International Humanities Foundation to fund schools in poverty-stricken third world countries. Our children also take part in a yearly democratic voting process as they elect student body representatives. Children from our Seminar classrooms provide school-wide newscast via closed circuit television keeping the entire student body and staff up to date on relevant events. Using media journalism as the vehicle for communication reinforces the importance of presentation skills and the use of technology. This will help prepare our students not just for middle and high school, but the work force as well.

Walking onto our campus, you will experience a welcoming and inviting place where the spirit of collaboration and dedication pervades our “extra effort” school as teachers, parents, administrators, and the community work together to maximize student learning. We have a high number of dedicated parent volunteers who serve in the classroom and on various committees such as PTA, English Learner Advisory Committee, (ELAC), School Site Council (SSC), and our Site Governance Team (SGT). Through these committed groups, we collectively and collaboratively help plan, monitor, and improve academic programs at Ericson.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

San Diego Unified School District (SDUSD) uses the Standardized Testing and Reporting (STAR) Program, part of California's statewide testing and accountability system, which helps measure how well students are learning academic skills. Students in SDUSD test in grades two through fifth. Additionally, our fourth graders are tested in writing and fifth grades are tested in science.

Our district uses the Academic Performance Index (API) to help measure the academic performance and growth of schools. It is a numeric score that ranges from a low of 200 to a high of 1000. A school's API is an indicator of its performance level.

A school's API Base and API Growth results are calculated based on the California Standards Tests in English Language Arts, mathematics, history/social science, and science. Our statewide performance target is set for 800. At Ericson Elementary we have steadily surpassed the statewide performance bar of 800 from scoring 821 in 2000 to 897 in 2008.

History of API Scores

2000	2001	2002	2003	2004	2005	2006	2007	2008
821	835	831	844	839	873	880	882	897

Additional detailed information can also be found at our district's School Accountability Report Card website <http://studata.sandi.net/research/sarcs/> and at the California Department of Education's Accountability Progress Reporting (APR) website <http://www.cde.ca.gov>

Students in our district "meet the standard" if they are on target with the federal No Child Left Behind Act of 2001 Adequate Yearly Progress (AYP). Annual Measurable Goals (AMO) are provided to ensure that a school is on target with having all students at or above the proficiency level in reading/language arts and mathematics by the 2013-14. At Ericson Elementary students have proven that they can continuously achieve above the AMOs and on their way to achieving 100% proficiency for all our students.

A trend analysis of Ericson over the last five years shows our overall school proficiency rate has had an average increase of 2.74% in English Language Arts (ELA) and a 6.67% average increase in Mathematics. This means since 2004 our overall school proficiency in ELA went from 58.10% to 72.90%. in 2008 In Math, proficiency in 2004 went from 63% to an increase of 80.80% proficiency in 2008. Though we have experienced an overall upward movement we have had some bumps in the road. In 2007 we decreased -.40% in ELA and -.30% in Math.

A close look at individual grade level scores has shown a trend of overall increase when averaged over the last five years. Second grade has increased by 5.86% (59.5% to 74% proficient) in ELA and 5.81% (64.70% to 78.80% Proficient) in Math. Third grade has increased 2.71% (48.70% to 65.10% Proficient) in ELA and 4.21% (70.40% - 79.80% Proficient) in Math. Fourth grade has increased 1.13% (59.2% to 77.8% Proficient) in ELA and .51% (64.2% to 82.2% Proficient) in Math. Lastly, fifth grade has increased 3.25% (66.2% to 74.60% Proficient) in ELA an extraordinary 13.68% (51.10% to 81.70% Proficient) in Math.

Overall, since 32% of our population can be considered English Language Learners, our overall ELA scores tend to be slightly lower than those in MATH due to language acquisition. Math seems to be the dominant strength for our students across grades 2-5.

2. Using Assessment Results:

Ericson Elementary begins the school year with a look at previous year's performance. We analyze our test data results against end of year predictions. Predictions are made based on ongoing formative, diagnostic, and summative assessments.

This year we began by analyzing our district's SMART goals. SMART goals are Strategic & Specific, Measurable, Attainable, Results Based, and Time bound. We looked at trends in our test scores over the last 5 years and measured up where we stood in relation to district's goal and timeline. We also analyzed our areas of difficulty and developed a work plan in which included percentage of increase needed over time in order to meet not only district goals but federal guidelines as well. This helped us develop our school-wide goals around literacy and math.

Individual grade levels disaggregated their test data and came up with grade level SMART goals that aligned with the timelines and percentage increases set by school-wide goals. Our timelines for monitoring student progress directly align to district mandated benchmark test, which are given in the areas of literacy, math, and science. After benchmark data is released our grade levels come together to carefully analyze progress towards standards and student proficiency in areas tested. All teaching decisions are data driven. Benchmark data is accessible via Data Director, a district web-based tool that allows teachers to create reports using multiple state, district, and school generated assessments.

District Benchmarks directly align with Units of Study that every grade level follows. The units are written to incorporate and ensure grade level standards are taught in a systematic umbrella fashion and not taught in isolation. Teachers not only use benchmarks data but the built-in formative assessments from each unit of study. This gives classroom teachers multiple opportunities to assess, reflect, and teach using data provided.

3. Communicating Assessment Results:

Ericson Elementary proudly elicits the involvement of parents to serve on the School Site Council (SSC). This governing body is made up of staff, parents, and community member. Their sole responsibility is to oversee the progress of student achievement as determined on the school site plan and monitor categorical monies assigned for student improvement. Here the governing body examines data and makes decision on how to support student progress.

At Ericson we also have established an Instructional Leadership Team that is made up of an administrator and a teacher representative from each grade level. The team's primary function is plan staff development relevant to school needs based on test data. This team plans and helps facilitate learning during grade level meetings. All district and state data results are also shared and disaggregate at these meetings to help plan and adjust lessons at particular grade level.

In addition to our SSC and ILT, we have established a data statistical task force, which is made up of (3) teachers and the administrator. Together we look at data and help monitor student progress and decide which students will require additional assistance. Names of students are given to the SSC, which approves monies for additional assistance. Assistance for students identified is provided in the way of after school reading program, in-school small group push-in reading/math instruction and specific differentiated instruction.

Data is shared with all groups via our school's Single Plan for Student Achievement (SPSA), which is written in SMART goal format. It is revisited at every meeting to ensure we are on target. It is also shared with parents and community members at various "Coffee with the Principal" meetings.

4. Sharing Success:

San Diego Unified School District does a great job of publicly acknowledging their schools with various successes. Ericson Elementary has been highlighted many years in a row for receiving The Title I Academic Achievement Award and Distinguished School Award. Our district displays banners in the Board of Education Auditorium highlighting names of recipients of such awards. Ericson's name is proudly displayed amongst other recipients.

In addition, the Superintendent has personally paid the school a visit and awarded each staff member a medal and award for academic achievement. All staff, student body, parents and community members have been present for this event. Ericson also proudly displays plaques around the school with achievement awards.

In our district it is important to mention that teams of principals are grouped heterogeneously together. These teams are lead by a School Improvement Officer (SIO) who helps monitor each school's progress and enables the group of principals to work together and share not only successes but challenges as well. Principals demonstrating strengths in certain areas are asked to partake as presenters at principal conferences. This ensures that we are continuously learning from our colleagues. Ericson has had optimal opportunities to share how we have improved student achievement.

It is also important to mention that Ericson Elementary has participated in cluster meetings of schools residing and servicing the Mira Mesa area. This union includes (6) elementary, (2) middle school, and (1) high school principal. Together we work toward achieving a cohesive seamless transfer of our students through all grades while ensure the highest expectations for "all."

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Ericson Elementary has launched the district-wide Standards Based Report Card (SBRC) this year. This new reporting systems allows teachers to directly align their curriculum not only, to the reporting tool but to the state mandated assessments given in the late spring. Having the state frameworks, state adopted curriculum, district units of study for literacy, math and science allows for cohesive and optimal opportunities for all students to master core subjects.

Our language arts program follows a balanced literacy framework, which includes the following components; Oral language, Word Study, Read Aloud, Shared Reading, Guided reading, Independent Reading, Modeled, Shared, Guided and Independent Writing, Observation and Assessment. Each of these components provides the to-with and by approach to teaching which allows our students to benefit from particular experiences in different ways and to different degrees. Literacy units of study help guide teachers to intertwine grade level standards through daily lesson delivery and assess learning through formative and summative benchmark assessments.

Our math curriculum provides instruction that ensures students learn to make meaning of and understand mathematics. Students are held to high expectations and provided with experiences that allow them to reason, solve problems, apply mathematical knowledge and compute. Teachers cleverly follow state adopted curriculum coupled with district pacing modules to ensure all material is covered in a comprehensive way and that students are being challenged to think algebraically. Students are taught multiple ways of demonstrating understanding of concepts. Learning is monitored through multiples ways as well. District designed benchmarks are aligned to state math frameworks and measure student progress towards proficiency in specified content and conceptual areas. Teachers assess weekly (formative) and quarterly (summative) to ensure material is taking hold and adjust teaching based on data provided.

Implementation of science is supported by a balanced, comprehensive, and research-based instructional model as described in our state Science Frameworks. Our life, physical, and earth science curriculum provides grade-level content through investigation and experimentation. It also emphasizes the importance of differentiated instruction, high expectations, interactive approaches, and flexible groupings to support student performance. These instructional approaches are combined with ongoing, systematic assessment of student learning.

Science is taught by a variety of strategic supports for teaching and learning. These tools include Units of Study, formative and summative assessments (including benchmark and end of course tests). Students are asked to demonstrate mastery of concepts and content through by recording their learning in notebooks. Notebooks are also used as a tool which helps incorporate writing across all content areas. Teachers consistently plan and monitor student progress toward grade-level standards.

Students at Ericson have multiple ways of accessing the social studies curriculum. They are provided with ample opportunities to understand foundational ideas and philosophies of our country through role-play, realia, videos, fieldtrips and literature that depict historical events. Fourth graders participate in a week of instructional activities off campus related to their fourth grade curriculum. Living in California they get to visit missions and other historical sites pertaining to their grade level social studies curriculum.

Our visual and performing arts program is enhanced with the addition of our art and music prep classes. Students receive music and art instruction 60 minutes a week for half the year at a time, from dedicated music and art instructors in addition to classroom coverage. Here students are allowed to express themselves through multiple intelligences, creative thinking, cultural diversity and special abilities. Both the art and music instructor follow content outlined in our Visual and Performing Arts state frameworks and outlined in the Standards Based report Card. Our students have multiple opportunities to display their talent via our Winter musical, talent show,

and concerts. Our art projects are entered in various district and city contests highlighting the talent at our school.

2a. (Elementary Schools) Reading:

At Ericson Elementary we not only hold children to high literacy expectations but strive to instill a life-long love of reading. We do this by ensuring that when teaching reading, teachers are continuously adhering to Cambourne's Conditions of Learning; Immersions, Demonstration, Expectations, Responsibility Practice, Approximations, Response, and Engagement. Reading is reinforced through many vehicles.

A Read Aloud allows teachers the opportunity to model their thinking process as they navigate through different texts and different genres.

Shared Reading gives students the opportunity to not only see how text is structured but also the ability to practice with teacher how to navigate the texts structure. Guided Reading is employed to small groups of students with similar needs. Together teachers guide them through the reading process. It also allows teachers the opportunity to see how and if students are trying on new strategies taught during Shared Reading and Read Aloud. Students are then equipped with goals to cater pole them to next reading level.

Finally students are afforded time to read independently in order to enhance their reading development through different texts. Teachers are also active participants during independent reading as they monitor student reading through individual conferences. These conferences help assess reading development and plan for supports to individual and groups of students.

By employing these different methods of teaching and supporting reading, we are able to provide multiple opportunities for students to access grade level texts and help move them towards grade level proficiency.

3. Additional Curriculum Area:

Teachers at Ericson have had extensive training in math and science through the district math department, the Science USP Alliance, Next Step Science Camp, and Hands on Foss kits. This training supports teachers as they engage in purposeful dialogue on how to implement rigorous instructional strategies applicable in the classroom. Our children are able to partake in lessons, which engage them in critical thinking skills and have them extend lessons beyond classroom application. Teachers expertise around math and science have bred a renewed confidence in our teachers who in return instill their excitement and knowledge onto student learning which evident in our math and science test scores.

Ericson students benefit greatly from teachers' extensive training. It allows them to provide exemplary challenging and stimulating science and math lessons that integrate literature, problem solving and technology and return children's conceptual understanding is enhanced. Students are encouraged to question, conduct investigations, and differentiate observation from inference through hands-on experimentation. Students are given multiple ways to solve problems and demonstrate their understanding. The use of journals to record findings through the inquiry process allows students to demonstrate mastery of content. English Learners are also given ample opportunities to demonstrate deeper understanding. They are able to produce and present conceptual learning through power point presentations, building on their technological capabilities while enhancing their academic language. Through the exemplary math and science focus, Ericson students are confident and better equipped to face real world challenges.

4. Instructional Methods:

Walk in to any classroom at Ericson and you will see classroom environments that support learning. Charts depict current learning, are co-constructed and clearly demonstrate different ways that children arrive to solutions and new learning's. Stay long enough and you will see teachers providing whole group, small group,

and individual conferences with students. Lessons are provided using to-with-by model and presented through several modalities. There are ample opportunities for students to turn and talk to a partner, engage in meaningful purpose talk as they engage in the inquiry process. Technology is used in all classrooms and integrated throughout all content areas.

New this year at Ericson is our use of the Response to Intervention (RTI) model, which includes many useful components. The Instruction piece defines a strong core instruction with increasingly intense and explicit tiers (or layers) of intervention. The Progress Monitoring piece provides a systematic use of assessment to monitor progress and the effectiveness. The Collaboration component defines how to use professional learning communities to strategize about how best to support students. Finally, Resources are identified, flexible and targeted to support student learning. At Ericson we have clearly defined what our schools provides students as far as supports at every tier of intervention. Instructional practices, supports and resources are clearly defined in our plan and shared with all stakeholders to best support all of our students.

In conclusion, our special education specialist not only provide explicit services defined in a all 78 of our children with Individual Education Plans (IEPs) but can be found collaborating with teachers regarding differentiated practices that aid other students as well.

5. Professional Development:

At Ericson we have developed a variety of professional development structures to enhance standards-based curriculum and instruction to support all students in meeting rigorous academic standards. These offerings help new and experienced teachers deepen content and instructional knowledge to support and engage all students in learning. A month of professional development may include: two Thursdays a month for two hours the entire staff is participates in professional development. In this structure, “Staff Study”, the principal, along with the collaboration of the Instructional leadership Team (ILT) made up of a lead teacher from every grade level, lead the learning.

Another structure is “Staff Inquiry” where grade levels meet to analyze and disaggregate benchmark data and adjust teaching according to questions missed on test. This professional development practice defines Ericson teachers as a community of adult learners who engage in continuous inquiry to improve their collective and individual professional knowledge and capacity. It deepens teachers’ content knowledge and improves instructional strategies that engage all students in learning. Revisiting student data is the norm. It helps us to decide where and how we need to support our students by identifying behaviors and strategies needed to accelerate our students.

Over the past two years, extensive ongoing professional development to strengthen the instruction and curriculum when teaching English Learners to accelerate their achievement has been provided. Our recent AYP data is impressive citing 63 % of our EL students are at proficient in ELA and 78% are proficient in Math. Data indicates that writing is still an area of need at Ericson. We have been working across the curriculum focusing on writing traits and how to teach them successfully.

Currently with the launch of the new Standards Based Report Card (SBRC), our staff development has shifted to calibrating “proficient “samples of work across the content areas. Teachers come together with student writing and work samples and work on calibrating work to demonstrate level of not only proficiency, but advanced, basic, and below basic work. We use district anchor papers and writing rubrics to help us with the calibration process and teacher work together to provide consistent and cohesive bodies of evidence for all grade level standards.

In addition, many of our teachers take the initiative to participate in extensive off site writing, mathematics and science course offerings. They seek to better themselves as educators and enhance the quality of instruction in the classroom. There are some site funds that have been put aside so that teachers can take professional development workshops in other subject areas to support student learning. Often teachers can be seen having a

working lunch or an after school working session to collaborate their teaching work. There is no doubt that we see the power of the collaborative and collegial work leading to more students reaching grade level standards.

6. School Leadership:

Leadership at Ericson is shared across many structures to monitor and promote students' academic success. The overarching structure is our School Site Council (SSC). This board, as a shared-decision making group, provides governance, development and oversight of the academic planning process associated with our foundational Single Plan for Student Achievement (SPSA), a.k.a. the Single Site Plan (SSP). Each year Ericson's SSC reviews data to identify the instructional needs and goals for students. State frameworks, content standards, and the assessment data guide the development of our SPSA. Once goals are established, our SSC reviews our budget and specifies what categorical funds will be used to accomplish the goals. The identification of goals for our students, actions to support the goals, funding to be used, and a timeline is outlined SMART goals and aligned to our SPSA plan. The plan encompasses all students, teachers, support staff, parents and community members as stake holders. Our plan is submitted each spring to the district office to assure it is aligned with the district's Local Educational Agency (LEA) Plan and eventual SDUSD board approval.

In addition to SSC, leadership is shared amongst the Instructional Leadership Team (ILT) which is made up principal and a teacher leader representative from every grade level. ILT meets once a month and makes decisions on how best to help lead the school's effort at supporting the improvement of teaching and learning. Team looks at goals and helps plan staff development bringing forth specific grade level needs. ILT members are facilitators at their grade level meetings and all staff development.

At Ericson Elementary we also have teacher leaders who are representatives of the school's shared decision-making team entitled School Governance Team (SGT). Here all stakeholder; administrator, teachers, parents, and community members come together to work collaboratively and make decisions that positively affect student achievement. SGT differs from SSC in that SGT is global and covers day to day business at our school. Members voice their constituents' views with items such as scheduling, assignments and staffing. SGT offers a venue where all stakeholder's opinions and views are valued and taken into consideration for the overall benefit of our school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: STAR

Edition/Publication Year: 2008

Publisher: Educational Testing Services(ETS)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient or Advanced	79	80	69	78	65
Advanced	52	46	42	48	34
Number of students tested	104	129	119	120	153
Percent of total students tested	21	24	22	22	25
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient or Advanced	78	72	63	71	58
Advanced	0	0	0	0	0
Number of students tested	32	43	48	38	57
2. Racial/Ethnic Group (specify subgroup): Filipino					
Proficient or Advanced	79	74	71	73	69
Advanced	0	0	0	0	0
Number of students tested	29	39	41	37	42
3. (specify subgroup): Indochinese					
Proficient or Advanced	83	94	68	81	68
Advanced	0	0	0	0	0
Number of students tested	10	19	13	15	22
4. (specify subgroup): White					
Proficient or Advanced	77	88	74	79	59
Advanced	0	0	0	0	0
Number of students tested	26	33	23	34	39

Notes:

Our district and state do not provide results desegregated by advanced levels with subgroup breakdown.

Subject: Reading

Grade: 2

Test: STAR

Edition/Publication Year: 2008

Publisher: Educational Testing Services(ETS)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient or Advanced	74	70	64	68	60
Advanced	38	40	32	33	21
Number of students tested	104	129	119	121	153
Percent of total students tested	21	24	22	21	25
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient or Advanced	63	54	54	59	46
Advanced	0	0	0	0	0
Number of students tested	32	43	48	39	57
2. Racial/Ethnic Group (specify subgroup): Filipino					
Proficient or Advanced	79	69	68	65	74
Advanced	0	0	0	0	0
Number of students tested	29	39	41	37	42
3. (specify subgroup): Indochinese					
Proficient or Advanced	78	81	63	63	56
Advanced	0	0	0	0	0
Number of students tested	18	16	19	16	25
4. (specify subgroup): White					
Proficient or Advanced	69	73	70	71	59
Advanced	0	0	0	0	0
Number of students tested	26	33	23	34	39

Notes:

Our district and state do not provide results desegregated by advanced levels with subgroup breakdown.

Subject: Mathematics

Grade: 3

Test: STAR

Edition/Publication Year: 2008

Publisher: Educational Testing Services(ETS)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient or Advanced	80	80	78	71	74
Advanced	67	54	49	41	40
Number of students tested	129	137	122	147	159
Percent of total students tested	26	26	23	27	26
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient or Advanced	78	75	64	64	62
Advanced	0	0	0	0	0
Number of students tested	45	47	42	56	53
2. Racial/Ethnic Group (specify subgroup): Filipino					
Proficient or Advanced	74	85	77	74	66
Advanced	0	0	0	0	0
Number of students tested	19	18	14	15	18
3. (specify subgroup): Indochinese					
Proficient or Advanced	88	78	81	79	74
Advanced	0	0	0	0	0
Number of students tested	16	18	16	29	19
4. (specify subgroup): White					
Proficient or Advanced	79	79	88	68	75
Advanced	0	0	0	0	0
Number of students tested	28	28	32	37	47

Notes:

Our district and state do not provide results desegregated by advanced levels with subgroup breakdown.

Subject: Reading

Grade: 3

Test: STAR

Edition/Publication Year: 2008

Publisher: Educational Testing Services(ETS)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient or Advanced	65	64	61	60	49
Advanced	31	24	36	24	17
Number of students tested	129	137	122	148	158
Percent of total students tested	26	26	23	27	26
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient or Advanced	49	47	45	43	42
Advanced	0	0	0	0	0
Number of students tested	45	47	42	56	52
2. Racial/Ethnic Group (specify subgroup): Filipino					
Proficient or Advanced	47	69	59	62	62
Advanced	0	0	0	0	0
Number of students tested	42	47	39	39	58
3. (specify subgroup): Indochinese					
Proficient or Advanced	69	50	69	55	58
Advanced	0	0	0	0	0
Number of students tested	16	18	16	29	19
4. (specify subgroup): White					
Proficient or Advanced	71	68	66	68	45
Advanced	0	0	0	0	0
Number of students tested	28	28	32	38	47

Notes:

Our district and state do not provide results desegregated by advanced levels with subgroup breakdown.

Subject: Mathematics

Grade: 4

Test: STAR

Edition/Publication Year: 2008

Publisher: Educational Testing Services(ETS)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient or Advanced	82	73	84	82	64
Advanced	56	45	57	55	29
Number of students tested	494	534	532	554	602
Percent of total students tested	27	23	28	28	25
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient or Advanced	76	51	73	70	56
Advanced	0	0	0	0	0
Number of students tested	46	39	52	59	52
2. Racial/Ethnic Group (specify subgroup): Filipino					
Proficient or Advanced	89	77	93	84	76
Advanced	0	0	0	0	0
Number of students tested	46	43	41	49	45
3. (specify subgroup): Indochinese					
Proficient or Advanced	94	88	80	85	81
Advanced	0	0	0	0	0
Number of students tested	17	17	30	20	21
4. (specify subgroup): White					
Proficient or Advanced	86	82	79	77	58
Advanced	0	0	0	0	0
Number of students tested	29	33	38	47	36

Notes:

Our district and state do not provide results desegregated by advanced levels with subgroup breakdown.

Subject: Reading

Grade: 4

Test: STAR

Edition/Publication Year: 2008

Publisher: Educational Testing Services(ETS)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient or Advanced	78	73	76	76	59
Advanced	54	48	48	37	26
Number of students tested	135	124	148	155	152
Percent of total students tested	27	23	28	28	25
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient or Advanced	67	51	65	58	42
Advanced	0	0	0	0	0
Number of students tested	46	39	52	57	52
2. Racial/Ethnic Group (specify subgroup): Filipino					
Proficient or Advanced	78	74	90	76	62
Advanced	0	0	0	0	0
Number of students tested	46	43	41	49	45
3. (specify subgroup): Indochinese					
Proficient or Advanced	82	77	70	65	81
Advanced	0	0	0	0	0
Number of students tested	17	17	30	20	21
4. (specify subgroup): White					
Proficient or Advanced	79	85	66	78	65
Advanced	0	0	0	0	0
Number of students tested	29	33	38	46	37

Notes:

Our district and state do not provide results desegregated by advanced levels with subgroup breakdown.

Subject: Mathematics

Grade: 5

Test: STAR

Edition/Publication Year: 2008

Publisher: Educational Testing Services(ETS)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient or Advanced	82	84	86	69	51
Advanced	60	57	52	39	20
Number of students tested	126	144	143	130	139
Percent of total students tested	26	27	27	23	23
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient or Advanced	67	77	79	62	41
Advanced	0	0	0	0	0
Number of students tested	45	53	52	42	39
2. Racial/Ethnic Group (specify subgroup): Filipino					
Proficient or Advanced	88	92	85	72	55
Advanced	0	0	0	0	0
Number of students tested	43	37	47	39	40
3. (specify subgroup): Indochinese					
Proficient or Advanced	93	83	91	80	59
% Advanced	0	0	0	0	0
Number of students tested	15	30	22	20	22
4. (specify subgroup): White					
Proficient or Advanced	89	77	92	69	52
Advanced	0	0	0	0	0
Number of students tested	35	35	37	29	33

Notes:

Our district and state do not provide results desegregated by advanced levels with subgroup breakdown.

Subject: Reading

Grade: 5

Test: STAR

Edition/Publication Year: 2008

Publisher: Educational Testing Services(ETS)

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient or Advanced	75	69	73	65	66
Advanced	44	32	29	35	33
Number of students tested	126	145	143	132	139
Percent of total students tested	26	27	27	24	23
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient or Advanced	62	57	64	54	46
Advanced	0	0	0	0	0
Number of students tested	45	54	52	43	39
2. Racial/Ethnic Group (specify subgroup): Filipino					
Proficient or Advanced	67	81	70	64	75
% Advanced	0	0	0	0	0
Number of students tested	43	37	47	39	40
3. (specify subgroup): Indochinese					
Proficient or Advanced	87	58	77	80	59
Advanced	0	0	0	0	0
Number of students tested	15	31	22	20	22
4. (specify subgroup): White					
Proficient or Advanced	91	71	73	79	70
Advanced	0	0	0	0	0
Number of students tested	35	35	37	29	33

Notes:

Our district and state do not provide results desegregated by advanced levels with subgroup breakdown.